



Religion and World Views

(subject progression)

Intent, Implementation and Impact



Knights Templar Community Church School and Nursery



Curriculum Area: Religion and World Views

Intent

Our Religion and World Views lessons are intended to offer a broad and rich curriculum in line with the **SACRE** agreed curriculum for Somerset:

- In Foundation Stage and Key Stage 1 this is Christianity and Judaism as well as acknowledging non-religious views.
- At Key Stage 2 this is Christianity and three world religions namely Hinduism, Islam and Judaism. Non-religious views (e.g. Humanism) must also be represented.

The following skills are central to religious education, and are reflected in learning opportunities:

- a) **Investigation** – this includes:
 - asking relevant questions; knowing how to use a variety of sources in order to gather information; knowing what may count as good evidence in understanding religion(s)
- b) **Interpretation** – this includes:
 - the ability to draw meaning from artefacts, works of art, poetry and symbolism; the ability to interpret religious language; the ability to suggest meanings of religious texts
- c) **Reflection** – this includes:
 - the ability to reflect on feelings, experience, attitudes, beliefs, values, relationships, practices and ultimate questions
- d) **Empathy** – this includes:
 - developing the power of imagination to identify feelings such as love, wonder, forgiveness and sorrow; the ability to consider the thoughts, feelings, experiences, attitudes, beliefs and values of others; the ability to see the world through the eyes of others, and to see issues from their point of view
- e) **Evaluation** – this includes:
 - the ability to debate issues of religious significance with reference to evidence, argument, opinion and statements of faith; weighing the respective claims of self-interest, consideration for others, religious teaching and individual conscience
- f) **Analysis** – this includes:

- distinguishing between opinion, belief and fact; recognizing bias, caricature, prejudice and stereotyping; distinguishing between the features of different religions

g) **Synthesis** – this includes:

- linking significant features of religion(s) together in a coherent pattern; connecting different aspects of life into a meaningful whole

h) **Application** – this includes:

- making links between religion and individual, community, national and international life; identifying key religious values and their links with secular values

i) **Expression** – this includes:

- the ability to articulate ideas, beliefs and values; the ability to respond to religious ideas, beliefs and questions through a variety of media

j) **Self-understanding** – this includes:

- the ability to draw meaning from significant experiences in their own and others' lives and from religious questions and answers

The lessons have an intention of providing a high quality, coherent and progressive experience of the subject, with scope for cross-curricular learning. Through each unit, learners will know about and understand a range of religions and world views. They will be able to identify, investigate and respond to a variety of issues. SMSC, personal growth and community cohesion are featured throughout each non-statutory strand and are there to ensure opportunities for learners to develop positive attitudes and values and to reflect on and relate their learning in Religion and World Views to their own experiences. The intent is to make sure that learners understand the relevance of Religion and World Views in today's modern world and how it affects our lives.

Implementation

We have a two-year rolling program across each Key Stage with units covering the above areas. Foundation Stage repeat their units from one year to the next. Planning exemplars have been provided by SACRE Somerset and teachers are encouraged to use these as a basis for lessons which engage and inspire learners. The development of Religion and World Views skills should drive the lesson rather than it being activity led. Work is recorded in a variety of ways; photographs, class mind maps, individual work in books etc.

As a school, we are driven by our vision 'work at it with all your heart' and our Core Christian Values of Love, Hope, Respect. These are displayed in various ways around the school and are used as a driver for all interactions and experiences within the school community.

Each class has a curriculum portfolio which provides evidence of the Religion and World Views curriculum in action, along with learners' spiritual development and our role in the community. There is a reflection area in each classroom which has a class bible, a prayer/reflection space, a candle and a cross.

Class worship is held twice a week and whole school worship three times a week, which includes worship through songs. The candle is lit and learners are welcomed to worship using the phrase 'May the peace of the lord be always with you' to which the learners respond 'And also with you'. There are weekly themes related to our Core Christian Values and stories from the Bible. These have been agreed with our Church governor. Worship is closed with the phrase 'Go in peace to love and serve our Lord' to which the learners respond 'Amen' and the candle is blown out. The learners are encouraged to watch the smoke as a representation of the Holy Spirit; God is always with us, during whole school Collective Worship.

We have a school prayer which is used in worship, grace is said before lunch and a prayer is said before the learners leave at the end of the day. We also have a school hymn called "Pause Awhile" which celebrates the uniqueness of Knights Templar.

Visitors from the local churches are encouraged to lead worships on a regular basis. In turn, we visit the local churches for our Christmas and Easter services. We also take part in community activities such the Contains Art project, the Plastic Free Watchet campaign and the Remembrance Service.

To ensure that all aspects of being a Church of England and Methodist church school are covered in our school year we have a Vision and Values Day at the start of each academic year and an RE themed day once a year during which Church Leaders play an active role in planning and delivering the programme for the day, thereby further enriching our curriculum offer and the children's outcomes.

Assessment

Assessment takes many forms, which include both formative and summative assessments provided by SACRE. Teachers use questioning to test conceptual knowledge and skills alongside knowledge retrieval activities to assess knowledge and understanding. Work is recorded in individual children's books at Key Stage 1 and 2 and within our curriculum portfolios.

Impact

As of 2019 the Agreed Religious Education Syllabus for Somerset states knowledge and understanding that learners must be secure in by the end of each Key Stage. Assessment tasks are built into each unit and teachers record how secure learners are in that knowledge and understanding. These are recorded on a class grid and passed on to the next teacher at the end of the year.

By the end of their time at Knights Templar, our young learners will be:

- **Confident individuals** who have learnt to live well together with respect and consideration to others and who understand how to be tolerant and mutually hospitable.
- **Successful learners** who have developed academic habits and skills, emotional intelligence and creativity.
- **Responsible citizens** who believe in equality and inclusivity in God's wonderful world in which we live; understanding the part we each have to play in protecting it and celebrating life in all its forms.

Statutory Expectations:

Early Years Foundation Stage Framework:			
ELG	Communication and Language	Listening, Attention and Understanding	- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. - Make comments about what they have heard and ask questions to clarify their understanding.
		Speaking	- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. - Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. - Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.
	Understanding the World	People, Culture and Communities	Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.
	Expressive Arts and Design	Creating with Materials	Make use of props and materials when role playing characters in narratives and stories.

National Curriculum Expectations:

Every state-funded school must offer a curriculum which is balanced and broadly based and which:

- promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and
- prepares pupils at the school for the opportunities, responsibilities and experiences of later life.

All state schools are also required to make provision for a daily act of collective worship and must teach religious education to pupils at every key stage.

Knights Templar Community Church School Long Term Overview and Linear Links:

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	AMV Unit 1: <i>Special Me – Who are we?</i>	AMV Unit 2: <i>Special Times – Christmas and Hanukah</i>	AMV Unit 3: <i>Special places – Church building & synagogue</i>	AMV Unit 4: <i>Special times – Easter & Passover</i>	AMV Unit 5: <i>Special stories – God/creation</i>	AMV Unit 6: <i>Special stories – Jesus</i>
KS1 Year A	AMV Unit 1/ <i>Understanding Christianity Unit 1.1: What do Christians believe God is like? (Combine with: Methodist Unit: What do Christians Believe?)</i>	<i>Understanding Christianity Unit 1.3: Why does Christmas matter to Christians? Incarnation</i>	AMV Unit 2: <i>What do Christians believe about Jesus?</i>	Methodist Unit: <i>Belonging Together Myself: What am I like? How do we belong to other people?</i>	AMV Unit 6: <i>What do Jewish people believe about the Torah?</i>	AMV KS1 Unit: <i>What is Humanism?</i>
KS1 Year B	AMV Unit 3: <i>What do Christians believe about love? (agape)</i>	Methodist Unit: <i>Belonging Together Why is light so often used as a symbol for goodness and truth?</i>	Methodist Unit- <i>Belonging Together Who am I? Why do some people believe that they belong to God? New Unit</i>	AMV Unit 4: <i>What do Christians believe about forgiveness? (linked to Easter)</i>	AMV Unit 5: <i>What do Jewish people believe about G-d and the covenant?</i>	Methodist Unit: <i>Belonging Together How do Christians use music in worship?</i>
KS2 Year A	AMV Unit 3: <i>What do Hindu people believe about Dharma, Deity and Atman?</i>	KT Unit: <i>How do people from different religions and worldviews mark special festivals during winter?</i>	AMV KS2 Unit: <i>What does it mean to be a humanist? Methodist Unit: Warm Hearts Why is John Wesley famous?</i>	AMV Unit 4: <i>What do Christians believe about Salvation?</i>	AMV Unit 6: <i>What do Christians believe about Agape?</i>	New Methodist Unit: <i>Warm Heart – Spirituality and</i>

KS2 Year B	AMV Unit 5: <i>What do Christians believe about God? (Combine with new methodist unit: What do people think God is like? – starting in 2028/29)</i>	AMV Unit 5: <i>What do Christians believe about Incarnation?</i>	AMV Unit 1: <i>What do Jewish people believe about G-D and the Covenant and Torah?</i>	Methodist Unit: Warm Hearts <i>What happened after Jesus' death? (Above being replaced with: AMV unit: How did St Decuman shape belief and culture in West Somerset?)</i>	AMV Unit 2: <i>What do Muslim people believe about Islam and Iman?</i>	Methodist Unit: Warm Hearts <i>How do Christians use music in worship to express a variety of idea and feelings to God and about God?</i>
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Please note that the spelling G-d has been used in this resource as a sign of respect towards Jewish people, so that they can erase or dispose of the writing without showing disrespect to their faith.

Linear Links:

	Festivals	Special Books
KS 1 Year A	- Advent - Easter - Harvest	- Bible - Torah - Jesus' Birth - Creation story
KS 1 Year B	- Advent - Harvest - Simchat Torah	- Bible - Last eight days of Jesus' life - Resurrection - Torah
KS2 Year A	- Easter - Harvest - Diwali	- Hindu Holy Books - Good Samaritan - Salvation story - Story of Rama/ Ramayana - Zacchaeus

		• Crucifixion
KS2 Year B	• Christmas • Ramadan • Rosh Hashanah • Eid-Ul-Fitr • Passover	• Miracles of Jesus • Ten Commandments • The Qur'an • Torah

Key stage 1 Key Knowledge

	Autumn	Spring	Summer
Year A	<u>What do Christians believe about God?</u> • Know what a Holy Book is • Know that Christians and Jews believe that God created our world • Understand that Christians believe God expects humans to care for His world • Know that Christians find out what God is like and how he wants people to live from the Bible	<u>What do Christians believe about Jesus?</u> • Know that Christians find out about what Jesus is like and how he wants them to live from the Bible • Know that stories from the Bible can tell us about Jesus • Know the meaning of the words important, inspire, special • Know what the words Jesus and Immanuel mean	<u>What do Jewish people believe about the Torah?</u> • Know that the Torah means 'teaching' and is the most important part of Jewish scriptures • Know that it contains the first 5 books of the Hebrew Bible and it teaches Jews what God is like and how they should live their lives • Understand how special the Torah is for Jews: the Torah is read every

	• Know why Christians believe it is important to show thanks to God • Know why Christians pray <u>What does Christmas matter to Christians?</u> • Recall and order Bible stories associated with Jesus birth. • Give a clear, simple account of the story of Jesus' birth and why Jesus is important for Christians. • Know that stories of Jesus' life come from the Gospels. • Know and explain ways in which Christians use the story of the nativity to guide their beliefs and actions at Christmas. • Decide what they personally have to be thankful for at Christmas time.	• Know what Christians mean when they talk about Jesus being a King • Know the Father, the Son and the Holy Spirit are collectively called the Trinity <u>Methodist Unit – Belonging Together</u> <i>What am I like? How do we belong to other people?</i> • Know about what choices I can make • Identify some ways I am special or different to other people • Know that Christians believe each person belongs to God, who cares for people like a good shepherd • Know ways I belong in relation to family, friends and school • Know the name of a sign of religious 'belonging'	week in the synagogue, the end of one cycle is celebrated in Simchat Torah • Know how Jews observe the Sabbath <u>Humanism Unit</u> • Be familiar with the terms 'Humanist' and 'atheist' • Know that of utmost importance for a Humanist is what human beings have achieved • Know that many Humanists are 'atheists'; they do not believe in a deity or deities • Recognise the 'happy human' logo • Know how a Humanist family might celebrate the birth of a child and/or the naming of a baby.
Year B	<u>What do Christians believe about love? (Agape)</u> • Know how many disciples Jesus had and why they were chosen	<u>Methodist Unit – Belonging Together</u> • Know that some symbols show that two people are getting married such as rings, special clothes, prayers or promises	<u>What do Jewish people believe about G-d and the Covenant?</u> • Know that Jews believe in one G-d who created the universe.

• Know Jesus taught people that they should be loving, kind and forgiving because this is what God is like • Know some parables told by Jesus and explain the meaning of those shared • Know how the Christian belief of Agape is lived out by Christians <u>Methodist Unit – Belonging Together</u> • Know how the symbols of light and dark are used in Christianity • Recognise their own emotions linked to light and dark • Connect what they know about festivals with the symbols of light and dark • Know what 'lights up their lives'	• Know ways that people show that they belong to each other • Know some ways Christians belong to their religion • Know some signs of belonging, including religious signs <u>What do Christians believe about forgiveness? (linked to Easter)</u> • Know that the Christian Holy book is called the Bible, and that it is divided into two parts – Old Testament and New Testament. • Know Christians find out what God is like and how he wants people to live from the Bible. • Recall stories from the Bible associated with the last eight days of Jesus' life • Know the order of events in the Biblical narrative of Easter • Understand that Christians believe that because Jesus died, they can be forgiven by God	• Know the basic elements of the story which is found in Genesis. • Know the Jewish name for G-d. • Know the Star of David is a symbol for Judaism and know what it represents. • Know that Jews live all over the world, but that Israel is a special place for them. <u>Methodist Unit – Belonging Together</u> • Know how music can enable Christians to express their thoughts and feelings in worship • Know that music matters and can stir people deeply and know how to respond sensitively • Explore own thoughts and feelings about music
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		Understand that Christians believe that Jesus rose from the dead, giving hope of a new life.	
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Key stage 2 Key Knowledge

	Autumn	Spring	Summer
Year A	<u>What do Hindu people believe about Dharma, Deity and Atman?</u> - Recall stories of the Rama from the Hindu book: The Ramayana and understand how they teach Hindus about right-living. - Understand when and why Hindus light lamps to celebrate Divali - Know Dharma means 'right-living' and that the Hindu faith is called the 'Hindu Dharma'	<u>Methodist Unit Warm Hearts</u> - Know the meaning for the idea of 'warm hearts' - Know emotions that link to own experiences of feeling 'warm hearted' - Know simple ways people use the word 'spirit' - Know that different people find that different things are spiritual at different times	<u>What do Christians believe about Agape?</u> - Know Christians try to be like Jesus and obey his teachings - Know and recall the story of the Good Samaritan - Know what guides Christians in their moral choices - Know how the word agape relates to the story of the Good Samaritan

• Know that Hindu holy books describe Rama AND Krishna as special people called Avatars. • Know what is on a puja tray and why. • Know that Hindus believe that they can also worship God in other divine forms (or deities) alongside the Avatars • Know how to use the following terms: Mandir, shrine, puja, murti, prasad and arti. • Know the purpose of the puja and where it can take place. How do people from different religions and worldviews mark special festivals during winter? • Know how Christians celebrate Christmas and why it is important • Know how and why Jewish people celebrate Hanukkah. • Explain how Hindu people may celebrate Diwali and connect it to light and joy	• Say what 'the human spirit' means • Know links between the word spiritual and some images • Know that people use the word 'spiritual' in different ways <u>What do Christians believe about Salvation?</u> • Recognise Christians call Jesus 'Saviour' • Explain four claims of Christian Salvation story • Recall key features of story of Zacchaeus & its message • Recall story of Jesus death on the cross • Understand Christians believe because Jesus died they can be forgiven by God	<u>Humanism Unit</u> • Be familiar with the concepts 'material world' and 'secular'. • Be able to tell another person what is meant by 'Humanist' and 'atheist'. • Know that Humanists look for truth as it is known and accessible through science, reason and the experience of human beings of the ever-changing material world. • Know how humanists make their decisions on right and wrong. <u>Methodist Unit Warm Hearts</u> • Know four key moments in the life of John Wesley • Know the significance of these events on John Wesley's life
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	• Know that some people are not religious and may celebrate winter in non-religious ways • Reflect on the common themes of light, generosity, family, and community • Respectfully compare different celebrations.		
Year B	<u>What do Christians believe about God?</u> Know that Christians believe the Bible talks about what God is like and his relationship with people who believe in him. Understand what the Bible says about God as a heavenly parent (Father). Understand what the Bible says about God, the Holy Spirit. Know about the significance of the Holy Trinity. Know the difference between a church and a church building. Know how a person is welcomed into the Christian Church through baptism.	<u>What do Jewish people believe about G-D, the Covenant and the Torah?</u> Know that G-d first made his covenant agreement with Abraham. Know the story of Moses, the exodus and receiving 10 commandments Know that the Covenant involves being G-d's Chosen People and obeying commandments Know that Passover is celebration of the exodus and how it is celebrated Know that Jews believe in one G-d who is placed above all else Know about the symbolism of the Shema and Mezuzah Know that Jews attend the synagogue on the Sabbath	<u>What do Muslim people believe about Islam and Iman?</u> Understand that Islam teaches that Muhammad told many others what the revelations were. They wrote them down and formed a book – the holy Qur'an. Know that Muslims believe that the Qur'an is a copy of God's holy book Understand that the Qur'an is treated with great respect by Muslims Know that God's message is known as the 'Straight Path' or the Shariah Understand that praying 5 times a day, which is prescribed in the Qur'an,

	<u>What do Christians believe about Incarnation?</u> • Know the names that Christians use to describe Jesus. • Know about the significance of Jesus' baptism. • Know that Christians believe Jesus is the Son of God. • Know stories from the Bible of Jesus' miracles and what they say about Jesus.	Know what happens during a service at the synagogue Know how respect is shown for the Torah in the synagogue Know about the Tefillin and why it is worn Know that the Torah is written in Hebrew <u>Methodist Unit Warm Hearts</u> Know the meaning behind the story of Jesus' resurrection Explore the idea of warmed hearts in the context of Easter Sunday Know that Christians believe that Jesus is alive today	is one way Muslims submit to the will of Allah. <u>Methodist Unit Warm Hearts</u> • Know music enables Christians to express their thoughts and feelings in worship • Know how to respond personally to music they have heard • Identify the significance of music to Christian communities • Know the special place music has for Methodist Christians
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Religious Education and Spirituality Progression of skills

Generic skills	EYFS	Year 1 KS1	Year 2 KS1	Year 3 Lower KS2	Year 4 Lower KS2	Year 5 Upper KS2	Year 6 Upper KS2
Thinking about religion and belief	• aware that festivals are special times for different people • able to describe how people celebrate some religious festivals.	• recall features of religious, spiritual and moral stories and other forms of religious expression • recognise and name features	• retell religious, spiritual and moral stories • identify how religion and belief is expressed in different ways	• make links between beliefs, stories and practices • identify the impacts of beliefs and practices on people's lives	• comment on connections between questions, beliefs, values and practices • describe the impact of beliefs and	• explain connections between questions, beliefs, values and practices in different belief systems • recognise and explain the	• use religious and philosophical terminology and concepts to explain religions, beliefs and value systems • explain some of

		of religions and beliefs	• identify similarities and differences in features of religions and beliefs	• identify similarities and differences between religions and beliefs	practices on individuals, groups and communities • describe similarities and differences within and between religions and beliefs	impact of beliefs and ultimate questions on individuals and communities • explain how and why differences in belief are expressed	the challenges offered by the variety of religions and beliefs in the contemporary world • explain the reasons for, and effects of, diversity within and between religions, beliefs and cultures
Enquiring, investigating and interpreting		• identify what they find interesting and puzzling in life • recognise symbols and other forms of	• recognise that some questions about life are difficult to answer • ask questions about their own and others' feelings	• investigate and connect features of religions and beliefs • ask significant questions about religions and beliefs	• gather, select, and organise ideas about religion and belief • suggest answers to some questions raised by the study of	• suggest lines of enquiry to address questions raised by the study of religions and beliefs • suggest answers to questions raised	• identify the influences on, and distinguish between, different viewpoints within religions and beliefs

		religious expression	and experiences • identify possible meanings for	• describe and suggest meanings	religions and beliefs	by the study of religions and	• interpret religions and beliefs from
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			symbols and other forms of religious expression	for symbols and other forms of religious expression	• suggest meanings for a range of forms of religious expression, using appropriate vocabulary	beliefs, using relevant sources and evidence • recognise and explain diversity within religious expression, using appropriate concepts	different perspectives • interpret the significance and impact of different forms of religious and spiritual expression
Beliefs and teachings	• be aware that other learners	• recount outlines of some religious stories	• retell religious stories and identify some	• describe some religious beliefs and teachings	• describe the key beliefs and teachings of the	• explain how some beliefs and teachings	• make comparisons between the

(what people believe)	belong to different groups.		religious beliefs and teachings	of religions studied, and their importance	religions studied, connecting them accurately with other features of the religions making some comparisons between religions	are shared by different religions and how they make a difference to the lives of individuals and communities	key beliefs, teachings and practices of the Christian faith and other faiths studied, using a wide range of appropriate language and vocabulary
Practices and lifestyles (what people do)	• able to talk about a place, a special story or person belonging to a faith community	• recognise features of religious life and practice	• identify some religious practices, and know that some are characteristic of more than one religion	• describe how some features of religions studied are used or exemplified in festivals and practices	• show understanding of the ways of belonging to religions and what these involve	• explain how selected features of religious life and practice make a difference to the lives of individuals and communities	• explain in detail the significance of Christian practices, and those of other faiths studied, to the lives of individuals and communities
Expression and language	• be aware that other people have places,	• recognise some religious	• suggest meanings in	• make links between	• show, using technical	• explain how some forms of	• compare the different ways

(how people express themselves)	times, books, objects and people that are special to them	symbols and words	religious symbols, language and stories	religious symbols, language and stories and the beliefs or ideas that underlie them	terminology, how religious beliefs, ideas and feelings can be expressed in a variety of forms, giving meanings for some symbols, stories and language	religious expression are used differently by individuals and communities	in which people of faith communities express their faith
Identity and experience (making sense of who we are)	• show a range of feelings in response to their experiences. • able to talk about the groups they belong to. • respond with increasing sensitivity and responsibility to	• identify aspects of own experience and feelings, in religious material studied.	• respond sensitively to the experiences and feelings of others, including those with a faith.	• compare aspects of their own experiences and those of others, identifying what influences their lives.	• ask questions about the significant experiences of key figures from religions studied and suggest answers from own and others' experiences, including believers.	• make informed responses to questions of identity and experience in the light of their learning.	• discuss and express their views on some fundamental questions of identity, meaning, purpose and morality related to Christianity and other faiths.

	the world around them.						
Meaning and purpose (making sense of life)	• able to describe some features of a special place or a book or stories. • able to talk about their special places, books, objects and people. • able to talk about their own times of celebration	• identify things they find interesting or puzzling, in religious materials studied	• realise that some questions that cause people to wonder are difficult to answer	• compare their own and other people's ideas about questions that are difficult to answer	• ask questions about puzzling aspects of life and experiences and suggest answers, making reference to the teaching of religions studied	• make informed responses to questions of meaning and purpose in the light of their learning	• express their views on some fundamental questions of identity, meaning, purpose and morality related to Christianity and other faiths

Values and commitments (making sense of right and wrong)		• identify what is of value and concern to themselves, in religious material studied	• respond sensitively to the values and concerns of others, including those with a faith, in relation to matters of right and wrong	• make links between values and commitments, including religious ones, and their own attitudes or behaviour	• ask questions about matters of right and wrong and suggest answers that show understanding of moral and religious issues	• make informed responses to people's values and commitments (including religious ones) in the light of their learning	• make informed responses to people's values and commitments (including religious ones) in the light of their learning They will use different techniques to reflect deeply
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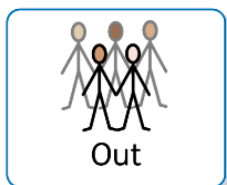


Spiritual development – self (in)

Thinking about your feelings, beliefs, and experiences, learning from mistakes, and appreciating personal achievements.

	Reception	KS1	Lower KS2	Upper KS2
Reflection: Learning from life: understanding an inner meaning of self and identity – critical reasoning and big questions.	What makes me happy? What do I do in my spare time that I like? What things do I value?	Who I am? What am I worth? What is right or wrong? How do I decide what is right and wrong?	What are feelings? Don't we deserve to be happy? What should I do about right and wrong? What do I deserve in life? Who should I look up to? What type of person do I want to be?	Should you respect yourself over all other things? Where does your identity come from? Does more mean being happier? Is my understanding self a selfish concept?

			What difference does being loved make? Is belief in something important? What rights do I have?	Are the opinions of my friends important to me? Are my beliefs important?
Transformation: Learning to live life: responding as a means of expressing an idea of self: developing a personal set of beliefs.	A growing awareness of knowing what I like and what I do not like both materially and in the way that I want to be treated. Can say what I like and what I am good at.	An evolving awareness of the concept of self as more than purely physical characteristics. A growing realisation that being content with who you are is important for personal happiness. Know how to apologise and to try again. Beginning to recognise mistakes and how to deal with them in a positive way.	The awareness that the growing development of a personal identity is an important aspect of being human. A growing realisation that an emphasis on self-alone is not sufficient as a means of living out the self. An evolving sense of the concept of identity as more than purely physical characteristics or our likes and hobbies. Can set goals for my work and behaviour that will help me to progress.	The awareness of the value of reflection to explore deeper responses to thoughts that help shapes the 'inner self'. An understanding that we express our personal values in the way that we approach our relationship with others and the world around us. The ability to express an interpretation of this verbally. Can explain my opinions.



Spiritual development - out

Thinking about relationships with others and the wider world. Putting values into action and making positive contributions to the community.

	Reception	KS1	Lower KS2	Upper KS2
Reflection: <i>Learning from life: understanding an awareness of the affect of others– a search for meaning, critical reasoning and big questions</i>	<i>What makes a good friend?</i> <i>Why are my friends important to me?</i> <i>What do I like in my friends?</i> <i>How do my friends make me feel?</i>	<i>Why do people bully others?</i> <i>How do I treat others?</i> <i>Do I treat other people in the same way?</i> <i>Should I treat everyone in the same way?</i> <i>Should I treat my friends differently to others?</i>	<i>Why do people ignore others when they need help?</i> <i>Is being a good friend easy?</i> <i>Why do we sometimes hurt the feelings of our friends?</i> <i>How sincerely can I care for those who may be in need but I have never met?</i>	<i>Is it better to please oneself first; or others?</i> <i>Why do people have to suffer?</i> <i>What is pain?</i> <i>Is there such a thing as a bad person?</i> <i>What is worth striving for?</i> <i>Why isn't life always fair?</i>

	How do I look after my friends and family?	Why do we fight and argue? Should we always be loyal to our friends? How can I demonstrate compassion?	Why should we care for them? Will we ever live in a world without fighting? What responsibilities do I have for others?	Is being fair always the right thing to do? Does more mean being happier?
Transformation: Learning to live life: responding as a means of expressing an idea of relationship with others: expressing innermost thoughts through words, art or actions.	Understanding that other people have their own views and opinions and may value different things to you.	A growing appreciation that the views and opinions of others should be listened to with respect whether those views are similar to your own or different.	Acknowledgement and respect for the rights of others to have their own deep thoughts that shape their inner self. A developing ability to enter into discussions with others about their values and opinions.	A growing empathy with the values of others and developing an understanding of the need to appreciate them to build meaningful relationships. A growing ability to express how understanding the value of others is an important part of building meaningful relationships.
	Reception	KS1	Lower KS2	Upper KS2
Reflection: Learning from life: reflecting on experiences of beauty – a search for meaning,	What types of weather do you like the most and why?	Do different colours have different moods? What gives them these moods?	How do we know we've found all the colours in the world?	What is the perfect world? Why is there ugliness in the world?

critical reasoning and big questions	What is your favourite colour and why? What sounds do you like to listen to? What makes you afraid? What is your favourite time of day/season?	What is the most beautiful thing in the world? Why should I care about animals and plants? How/why does the weather affect our mood?	What season do you feel most reflects your personality? What is the difference between hearing and listening? Should we try to tame nature? What does it mean that beauty is in the eye of the beholder? What would it be like without seasons?	Can you love something that is ugly? Why do you like certain types of music? What response do you get when you look at a piece of art? Is beauty something that you can learn, or do you just have to feel it? What is the point of being creative?
Transformation: Learning to live life: responding as a means of expressing an idea of the meaning of beauty: expressing innermost thoughts through words art	Have an instant response to something wonderful/ exciting and awesome happening. Evident in expression and simple phrases.	Give a verbal response that explains a reaction to something wonderful/ exciting or awesome. Be seen to respond to a stimulus and begin to explain in simple terms	Be able to understand and give meaning to something wonderful/ exciting or awesome. Be able to verbalise their sensory responses and begin to explore their reactions to stimuli. A growing	Be able to explain/ give an emotional response to stimuli and begin to articulate this from a personal perspective. Be able to display shades of meaning when verbalising sensory responses, understand, and interpret their reaction. A

or actions. Being moved emotionally by beauty.	Respond to sensory feelings and be able to show it.	verbally or through body language.	confidence to explore concepts orally.	developing appreciation that some things do not have answers.
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Up

Spiritual development – world and beauty

Connecting with something beyond oneself, through faith, prayer, or reflection on big questions about life's meaning and purpose.

	Reception	KS1	Lower KS2	Upper KS2
Reflection: Learning from life: reflecting on the beyond – a search for meaning, critical reasoning and big questions	What are the stars for? Why do we have rainbows? How big is the sky? What is the smallest thing there is? Why are people different? What does God look like?	Where is God? What might Heaven be like? Is there such a thing as an angel? If you can't see something is it still real? What is true happiness? When have you experienced moments of awe and wonder?	What is the purpose of the earth? Is God alive now? Why is there illness? Why do destructive things, like earthquakes, have to happen? Which is stronger – love or hate? Is it good that scientists can't explain everything? Why are there religions?	Do we come back after death as a different being? Is there life after death? Where do our spirits go when we are dead? Do we have a soul? If so, what happens to it after death? Why do we love? What lasts forever? What is unknowable? What else is there to discover?

			What is beyond the universe?	How do we know what we don't know? What is worth dying for?
Transformation: Learning to live life: responding as a means of expressing the need to understand the purpose of life.	Have the confidence to ask questions that have no answers.	Have a sense of enjoyment in devising and discussing questions that have no answer. Use imagination to interpret responses to big questions.	Understand what big questions are. Be able to explain imaginative responses to questions of meaning.	Can generate big questions. Begin to express through a personal vocabulary responses to questions of meaning. Begin to be able to use critical reasoning in responding to a big question

Religious Education Vocabulary Progression

EYFS	Year One	Year Two
General Words and Concepts: God, pray/prayer, celebration, belonging, love Christianity Key Vocab: Bible, Christmas, Church, Easter, God, Harvest, Jesus, Prayer, Vicar Other World Religions Key Vocab: Hinduism, Judaism, Islam, Sikhism	General Words and Concepts: Believe/belief, Angels, Holy, Festival, Hope, Commitment Christianity Key Vocab: God, Jesus, Bible, Christian, Miracle, Parable, Disciple, Christmas, Nativity, Easter, Cross, Church, Vicar, Altar, Pew, Font, Baptism & Christening, Wedding, Bride & Groom Other World Religions Key Vocab: Jewish, Jew, Judaism, Torah, Star of David, Shabbat, Challah, Sukkot, Hanukkah	General Words and Concepts: Faith, Provider, Respect, Role model, Ceremony, Authority, Obedience, Symbol, Holy Book Christianity Key Vocab: Father, The Word of God, New Testament, Old Testament, Holy Week, Good Friday, Last Supper, Resurrection, Crucifixion, Saint, Christ, Lord, Symbol, Advent, Herod, Christingle, Wreath, Place of worship Other World Religions Key Vocab: Menorah, Mezuzah, Synagogue, Passover, Pesach, Seder Plate, Rosh Hashanah, Yom Kippur, Kippah
Year Three		Year Four
General Words and Concepts: Values, Forgiveness, Trust, Love, Hope Christianity Key Vocab: Trinity, Father, Son, Holy Spirit, Gospels, Hymn, Holy communion, Eucharist, Lectern, Sermon, Advent, Lent, Crown of		General Words and Concepts: Good, Evil, Darkness, Light, Rite of Passage, Pilgrimage

Thorns, Ascension, Pentecost Other World Religions Key Vocab: Prophet, Id-ul-Adha, Shahada, Hajj, 5 Pillars, Imam, Charity, Arabic, Muslim, Allah, Muhammed, Messenger, Qur'an, Mosque, Salah, Mecca, Kaaba, Crescent Moon, Prayer Mat, Prayer Beads, Call to Prayer, Ramadan, Eid-ul-Fitr	Christianity Key Vocab: Holy Land, Jerusalem, Incarnation, Salvation, Resurrection, Judas, Pontius Pilate, Crucifixion, Abbey, Cathedral, Creed, Scripture Other World Religions Key Vocab: Hindus, Brahman, Vishnu, Brahma, Shiva, Rama, Sita, Divali, Holi, Rangoli, Om, Lotus, Mandir, Shrine, Murtis, Karma, Reincarnation, Moksha, Dharma
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Religious Education Non-Negotiables

Planning:	Resources:	Presentation:	Assessment:	Inclusion for All:
- School format for planning will be used and will identify: Learning Objective, Knowledge, Skills Progression, Teacher input, Practise It and Review It sections - Planning will be shared on p/drive with Key Stage Team - Resources will be identified on the planning - Links to other curriculum areas will be	- RE overview - AMV Resources - RE:Quest - Resources for Learning books	- Dates underlined - LO- as a question linked to knowledge - Begin writing by margin - Draw diagrams/ pictures on plain paper - Stick worksheets in straight with glue - Curriculum portfolio can be used to record class learning	- Prior learning revisit - Elicitation- as a learner I would like to know/I would like to ask - Now I know... - Oral quizzes to recap learning - Lesson plenary- what have we learnt today? What do we now know? - End of unit retrieval quizzes	- Pre-teaching of key vocabulary - Teacher modelling and scaffolding of language - Use of practical resources - Use of alternative methods of recording - Use of scribes/partnered work - Use of creative activities: drama, dance, music and art

<i>made where appropriate</i>				
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